**Palomar College – Program Review and Planning**

**Instructional Programs**

**YEAR 1**

**Academic Year** **2012-13**

**Purpose of Program Review and Planning:** The institution assesses progress toward achieving stated goals and makes decisions regarding the improvement of institutional effectiveness in an on-going and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. Evaluation is based on analyses of both quantitative and qualitative data (ACCJC/WASC, Standard I, B.3.)

|  |  |
| --- | --- |
| **Discipline: Interior Design** | **9/14/2012** |
| **Instructional Discipline Reviewed (Each discipline is required to complete a Program Review)** | **Please Add Date (00/00/2012)** |

**STEP I. ANALYSIS**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|   |   |  |  |  | **<<Prelim>>** | ◄▬ Preliminary Fall 2011 data are as of 1/31/2012 |   |
|   |   | **Fall 2008** | **Fall 2009** | **Fall 2010** | **Fall 2011** | **Definitions** |
| **Enrollment at Census** | 260 | 312 | 286 | 260 | *Self Explanatory* |
| **Census Enrollment Load %** | 73.03% | 93.98% | 92.26% | 83.87% | Enrollment at Census Divided By Sum of Caps (aka "Seats") |
| **WSCH** | 921 | 1,053 | 872 | 793 | Weekly Student Contact Hours |
| **FTES** | 30.71 | 35.10 | 29.07 | 26.44 | One Full-Time Equivalent Student = 30 WSCH |
| **Total FTEF** | 2.47 | 2.87 | 2.37 | 2.37 | Total Full-Time Equivalent Faculty |
| **WSCH/FTEF** | 374 | 367 | 368 | 335 | WSCH Generated per Full-Time Equivalent Faculty Member |
| **Full-time FTEF** | 1.80 | 1.67 | 1.30 | 1.28 | FTEF from Contract Faculty |
| **Hourly FTEF** | 0.40 | 0.80 | 0.60 | 0.60 | FTEF from Hourly Faculty |
| **Overload FTEF** | 0.27 | 0.40 | 0.46 | 0.48 | FTEF from Contract Faculty Overload |
| **Part-Time FTEF** | 0.67 | 1.20 | 1.06 | 1.08 | Hourly FTEF + Overload FTEF |
| **Part-Time/(Total FTEF) %** | 26.97% | 41.86% | 44.96% | 45.73% | Percent of Total FTEF Taught By Part-Time Faculty |
| Student Achievement: **Non Distance Education Courses** |   |   | Those NOT taught via Distance Ed (see below) methods of instruction |
|  **● Retention Rate** | 95.88% | 92.40% | 97.01% | 95.76% | Non-W Eligible Grades (see next line) Divided by All Eligible Grades |
|  **● Success Rate** | 77.65% | 83.63% | 79.85% | 83.05% | A,B,C,CR/P Grades Divided By A,B,C,CR/P,D,F,FW,NC/NP,W Grades |
| Student Achievement: **Distance Education Courses** |   |   | Those taught via Internet, TV or non line-of-sight interactive methods |
|  **● Retention Rate** | 79.10% | 84.21% | 98.18% | 83.67% | Non-W Eligible Grades (see next line) Divided by All Eligible Grades |
|  **● Success Rate** | 47.76% | 55.26% | 60.00% | 48.98% | A,B,C,CR/P Grades Divided By A,B,C,CR/P,D,F,FW,NC/NP,W Grades |
| **Degrees Awarded** | 3 | 3 | 2 | N/A\* | Degree Counts Are for the Full Academic Year (thus, \*N/A for 2011-12) |
| **Certificates Awarded:** | 6 | 6 | 7 | N/A\* | Certificate Counts Are for the Full Academic Year (\*N/A for 2011-12) |
| **- Under 18 Units** |  - |  - |  - | N/A\* | Certificate Counts Are for the Full Academic Year (\*N/A for 2011-12) |
| **- 18 or More Units** | 6 | 6 | 7 | N/A\* | Certificate Counts Are for the Full Academic Year (\*N/A for 2011-12) |

| **I. A. Reflect upon and provide an analysis of the four years of data above (for a sample analysis see** <http://www.palomar.edu/irp/11PRYear1/sampleforIA.pdf>) |
| --- |
| **In the Interior Design Program (TOP CODE 1302.00) enrollment is stable considering that our enrollment is limited by the number of drafting tables, allowing only 22 students per class. There is a consistent WSCH over the four years with minimal change. Retention for online coursework has increased. Success rates show an increase. Instructors focus on work-based learning and encourage each student to establish an education plan upon early entry into the program. Meeting the goals of the Student Success Iniative has become a priority with our faculty. Instructors carefully track students as they progress through portfolio assessment to support students in their completion of a degree or certificate. Contract faculty remains at 1.5. Overall, our coursework shows an increase in retention.**  |

| **I. B. Please summarize the findings of Course AND Program SLO assessments conducted by your discipline. (For examples, see** <http://www.palomar.edu/irp/11PRYear1/PRPsloExamples.pdf>) |
| --- |
| **I.B.1** **PROGRAM OUTCOME.****All courses have SLOs with assessment methods except for labs and field studies that cannot be offered at this time. Many courses have a 3 year SLO assessment cycle that opens the opportunity for ad hoc discussion and comparison. Portfolios are industry standard for design skills assessment. ADA law, applicable fire, plumbing and electrical codes are embedded in each course where relevant in the curriculum. Rubrics for skill assessments typically come directly from the Certified Interior Designer planner, work-based learning, and established industry standards. Overall, the learning objectives for our students are aligning with the needs of the student and the industry. Although the housing industry has been in an economic downturn, our students are getting jobs because of their technical skills and product knowledge.** **I.B.2 .****Feedback from students and former students indicate that classes need to be offered in Quick Sketch since it is a tool that is necessary for increasing sales and can enhance the designer's credibility. Other classes that are requested by students and working designers are kitchen design and bath design. Our instructors need time to connect and evaluate together in response to shifts and trends in the San Diego regional design field. Design coursework, training and design certifications of faculty are current but we need ongoing professional development to maintain currency in technology, building codes, sustainability standards, and product knowledge. SLOs are practical and well thought-out for Interior Design. The profession of design is multidisciplinary demanding more building science and SLOs reflect this.** |

| **I. C. Reflect upon the SLO assessment findings in Box B above. Discuss overall observations and any areas of concern or noteworthy trends.**  **(For examples of such analysis, see** <http://www.palomar.edu/irp/11PRYear1/PRPsloExamples.pdf>) |
| --- |
| **I.C.1 Please reflect upon the Course SLO findings in Box B (above) beginning on the next line.****The Interior Design Program is evaluating portfolio quality on exit as we have always done. Skills, knowledge and abilities for the profession make this field conducive to entrepreneurial start ups. Our general SLO assessments identifies and focuses those students capable of self-employment.**  **Maintaining our facilities, ordering current computer hardware, evaluating and purchasing timely software promote currency. These tools are essential for Palomar College students to compete as they articulate forward to four year programs or launch into business. There is an obligation from all of our design staff to train our students to become competent business leaders.** **Instructors continue to pursue the best practices and expose students to a range of online tools and software downloads. While many of our students and instructors use iPads in the classroom, there is no institutional plan for the cost of Apps for iPads. Mobile computing is fast becoming a tool for migrating information in design. Libraries and manufacturer's catalogues are not open access but subscriber based. It will be essential for our students to have access to design catalogs, and reference materials that are available through yearly subscriptions.**  |

| **I. D. For Career Technical disciplines only, please provide a brief summary of the labor market outlook. This data can be found at** [**http://www.labormarketinfo.edd.ca.gov/**](http://www.labormarketinfo.edd.ca.gov/) **Please include job projections and trends that may influence major curriculum revisions.** |
| --- |
| **The market is poised for change though recovery will take time. Inventory of housing from bank foreclosures is still high. Home loans and construction loans are still tightly structured to qualify but there is some slow gain in the remodeling industry. Student internship requests by local design firms are increasing and this historically indicates some movement toward economic recovery. Demand increase is at 8.2% in San Diego County for this occupation. Construction and retrofit is at a 19% + change for remodelers. This occupation provides a working wage on entry. There is a strong push for LEED Certification in (CI) Commercial Interiors. CalGreen 2012 requirements creates mandatory lighting changeouts in any previously approved remodel project.**  |

|  |
| --- |
| **STEP II. PLANNING****Reflecting on the 4-year trend data, the SLO assessment results, and the college’s** [**Strategic Plan 2013**](http://www.palomar.edu/strategicplanning/STRATEGICPLAN2013.pdf)**, describe/discuss the discipline planning related to the following: (For sample reflections, see** <http://www.palomar.edu/irp/11PRYear1/samplesforII.pdf>) |

| **II. A. Curriculum, programs, certificates and degrees (consider changes due to Title 5 or other regulations, CSU/UC transfer language updates, articulation updates, student retention or success rates, workforce and labor market projections, certificate or degree completions, etc.)** |
| --- |
| **The Kitchen Design Certificate is new and will require administrative support for development. This year we will outreach to Point Loma Nazarene for articulation. One of our program strengths is in lighting design and our students have experienced ease into entering this industry. Lighting is a progressive technological design field that offers a better-than-average working wage. Our strengths will continue to be in work-based learning; which includes service learning, internships, and cooperative education. It is in the workplace where technical skills are best learned and measured.**  |

| **II. B. Class scheduling (consider enrollment trends, growth, course rotation, sequencing, Center/Site offerings, comprehensiveness, etc.)** |
| --- |
|  **Kitchen Design needs to be offered in rotation again since we now have a new certificate. As the economic recovery improves, remodeling of the kitchen and bath are the first areas historically to rehabilitate as people update a structure, and before or after real estate transfer. Remodeling or adding a new kitchen or bath generates the greatest return on investment in the real estate market. The entrepreneuial student who needs to increase sales revenue and learn a new computer skill in kitchen software is interested in returning to school. Our schedule needs to accommodate the evening or Saturday student who is returning to school to upgrade his skills. Enrollment in the Interior Design program should increase as the housing market improves. The historic trend is that Interior Design, like Architecture and all building trades, is explicitly tied to the housing industry, interest rates, consumer borrowing power and the employment demand of the area.** |

| **II. C. Faculty (Briefly discuss the faculty hiring needs for this discipline. This discussion does not replace the requirement to submit a Rationale Form for Faculty Hiring to IPC.)** |
| --- |
| **No funding is identified or required for this position.**  |

|  |
| --- |
| **STEP III. RESOURCE REQUESTS FOR DISCIPLINE:**  |
| **III. A. Describe the resources necessary to successfully implement the planning described above. Provide a detailed rationale for each request by referring to the analyses of data and SLO assessment results in Step I and/or to any other evidence not apparent in the data or SLO Assessment** results. NOTE: Do **NOT** include Resource Requests that duplicate requests from other disciplines In your department. Place requests common to two or more disciplines on the form: ACADEMIC DEPARTMENT RESOURCE REQUESTS. |

| **a. Equipment (per unit cost is >$500) *Enter requests on lines below.*** |
| --- |
| **Resource**  | **Describe Resource Requested** | **Prioritize these requests****1,2,3, etc.** | **Strategic Plan 2013 Goal/****Objective Addressed by This Resource****(**[**Link**](http://www.palomar.edu/strategicplanning/STRATEGICPLAN2013.pdf)**)**  | **Provide a detailed rationale for the requested resource. The rationale should refer to your discipline’s plan, analysis of data, SLO assessments, and/or the College’s Strategic Plan** | **Estimated Amount of Funding Requested** | **Will this be one-time or on-going funding?** | **Is resource already funded (in part or in full)? If so, name source. Why is that source not sufficient for future funding?** |
| **a1.**  | **Digital SLR camera** | **3** | **2** | **SLO Documentation Student Portfolio** | **600** | **one-time** | **no** |
| **a2.**  | **Multimedia lectern** | **1** | **6** | **Needed for classroom lectures with new Smart Podium and Visual Presenter** | **3114** | **one-time** | **no** |
| **a3.**  | **Drafting chairs for IT-3 (15)** | **2** | **6** | **Replace broken chairs and old chairs'in IT-3 being used now. ($187.99 @ 15)** | **2820** | **one-time** | **no** |
| **a4.**  |  |  |  |  |  |  |  |
| **a5.**  |  |  |  |  |  |  |  |

| **b. Technology (computers, data projectors, document readers, etc.) *Enter requests on lines below.*** |
| --- |
| **Resource**  | **Describe Resource Requested** | **Prioritize these requests****1,2,3, etc.** | **Strategic Plan 2013 Goal/****Objective Addressed by This Resource****(**[**Link**](http://www.palomar.edu/strategicplanning/STRATEGICPLAN2013.pdf)**)**  | **Provide a detailed rationale for the requested resource. The rationale should refer to your discipline’s plan, analysis of data, SLO assessments, and/or the College’s Strategic Plan** | **Estimated Amount of Funding Requested** | **Will this be one-time or on-going funding?** | **Is resource already funded (in part or in full)? If so, name source. Why is that source not sufficient for future funding?** |
| **b1.**  | **22 stations /Computer and screen replacement**  | **1** | **6** | **Every 4 years the warranty sunsets** |  | **Ongoing** |  |
| **b2.**  | **2 IPADs with Apple TV Device and 25' cable** | **1** | **6** | **3 years** | **1220.00** | **One time** |  |
| **b3.**  | **Data Projectors with Mobile ports** | **1** | **6** | **Every three years as warranties time out** |  | **Ongoing** |  |
| **b4.**  |  |  |  |  |  |  |  |
| **b5.**  |  |  |  |  |  |  |  |

| **c. Budget for 4000s (per unit cost is <$500 supplies) *Enter requests on lines below.*** |
| --- |
| **Resource**  | **Describe Resource Requested** | **Prioritize these requests****1,2,3, etc.** | **Strategic Plan 2013 Goal/****Objective Addressed by This Resource****(**[**Link**](http://www.palomar.edu/strategicplanning/STRATEGICPLAN2013.pdf)**)**  | **Provide a detailed rationale for the requested resource. The rationale should refer to your discipline’s plan, analysis of data, SLO assessments, and/or the College’s Strategic Plan** | **Estimated Amount of Funding Requested** | **Will this be one-time or on-going funding?** | **Is resource already funded (in part or in full)? If so, name source. Why is that source not sufficient for future funding?** |
| **c1.**  | **Maintain and Outfit Drafting Tables****60.00 x21 stations**  | **1** | **6** | **Vinyl coverings wear quickly and the rule wires break** | **1200.00** | **Ongoing** |  |
| **c2.**  | **Applications\*\*\*\*\*** |  |  |  |  | **Ongoing** |  |
| **c3.**  | **APPs** | **3** | **6** |  | **100** |  |  |
| **c4** | **DVDs to update information on** **building codes & technology** | **2** | **6** | **Update information on new building** **codes for California and Green technology.** | **1,200** | **One-time** |  |
| **c5.**  |  |  |  |  |  |  |  |

|  **d. Budget for 5000s (printing, maintenance agreements, software license etc.) *Enter requests on lines below.*** |
| --- |
| **Resource**  | **Describe Resource Requested** | **Prioritize these requests****1,2,3, etc.** | **Strategic Plan 2013 Goal/****Objective Addressed by This Resource****(**[**Link**](http://www.palomar.edu/strategicplanning/STRATEGICPLAN2013.pdf)**)**  | **Provide a detailed rationale for the requested resource. The rationale should refer to your discipline’s plan, analysis of data, SLO assessments, and/or the College’s Strategic Plan** | **Estimated Amount of Funding Requested** | **Will this be one-time or on-going funding?** | **Is resource already funded (in part or in full)? If so, name source. Why is that source not sufficient for future funding?** |
| **d1.**  | **Software and Licensing** | **1** | **2 &6** | **Upgrades in computer programs are****essential for maintaining technical skills required in the workplace.** | **650** | **Ongoing** |  |
| **d2.**  | **Publication and Printing** | **2** |  | **Necessary for outreach and advertising of program** | **3000** |  |  |
| **d3.**  | **Website** | **3** |  | **Necessary for updating information on program and program activities.** | **500** |  |  |
| **d4.**  |  |  |  |  |  |  |  |
| **d5.**  |  |  |  |  |  |  |  |

|  **e. Classified staff position (permanent/contract position requests unique to this discipline) *Enter requests on lines below.*** |
| --- |
| **Resource**  | **Describe Resource Requested** | **Prioritize these requests****1,2,3, etc.** | **Strategic Plan 2013 Goal/****Objective Addressed by This Resource****(**[**Link**](http://www.palomar.edu/strategicplanning/STRATEGICPLAN2013.pdf)**)**  | **Provide a detailed rationale for the requested resource. The rationale should refer to your discipline’s plan, analysis of data, SLO assessments, and/or the College’s Strategic Plan** | **Estimated Amount of Funding Requested** | **Will this be one-time or on-going funding?** | **Is resource already funded (in part or in full)? If so, name source. Why is that source not sufficient for future funding?** |
| **e1.**  |  |  |  |  |  |  |  |
| **e2.**  |  |  |  |  |  |  |  |
| **e3.**  |  |  |  |  |  |  |  |
| **e4.**  |  |  |  |  |  |  |  |
| **e5.**  |  |  |  |  |  |  |  |

| **f. Classified staff position (temporary and student workers position requests unique to this discipline) *Enter requests on lines below.*** |
| --- |
| **Resource**  | **Describe Resource Requested** | **Prioritize these requests****1,2,3, etc.** | **Strategic Plan 2013 Goal/****Objective Addressed by This Resource****(**[**Link**](http://www.palomar.edu/strategicplanning/STRATEGICPLAN2013.pdf)**)**  | **Provide a detailed rationale for the requested resource. The rationale should refer to your discipline’s plan, analysis of data, SLO assessments, and/or the College’s Strategic Plan** | **Estimated Amount of Funding Requested** | **Will this be one-time or on-going funding?** | **Is resource already funded (in part or in full)? If so, name source. Why is that source not sufficient for future funding?** |
| **f1.**  |  |  |  |  |  |  |  |
| **f2.**  |  |  |  |  |  |  |  |
| **f3.**  |  |  |  |  |  |  |  |
| **f4.**  |  |  |  |  |  |  |  |
| **f5.**  |  |  |  |  |  |  |  |

| **III. B. Are there other resources (including data) that you need to complete your discipline review and planning?** |
| --- |
| **EMSI access is greatly appreciated and the tools provide more drill down.** |

|  |
| --- |
| **STEP IV. SHARE YOUR ACCOMPLISHMENTS (AKA Brag, Toot your horn) Please include at least one discipline accomplishment that you’d like to share with the college community.** |
| **Sande Andre and her students are working on Solutions for Change, as a Service Learning Project. This has been a good partner for our students to apply skills in the community. Service Learning broadens the dialogue and creates authentic experiences and serves as an excellent example of work-based learning.****Last year Lori Graham worked with representatives from the California Department of Education on the revision of the Career and Technical Model Curriculum Standards. The standards specify learning goals in 58 career pathways organized around 15 industry sectors. Along with representatives from business, industry, and labor, many of the standards for the design industries were written and reviewed. The standards are a component of Superintendent of Public Instruction Tom Torlakson's Career Readiness Initiative. The CTE standards offer guidelines for course content development and expectations for student ahievement. These standards can be used in articulating with high-schools and helping students transition to Palomar.** |

| **STEP V. ACCREDITATION For programs with an external accreditation, indicate the date of the last accreditation visit and discuss recommendations and progress made on the recommendations.** |
| --- |
| **California remains a self-certification state for interior design.** |

| **STEP VI. COMMENTS Other comments, recommendations: (Please use this space for additional comments or recommendations that don’t fit in any category above.)** |
| --- |
|  |

|  |
| --- |
| **Please identify faculty and staff who participated in the development of the plan for this department:** |
| **Sandra Andre*Name*** | **Lori Graham*Name*** | ***Name*** |

|  |  |  |
| --- | --- | --- |
| ***Name*** | ***Name*** | ***Name*** |

**Department Chair/Designee Signature Date**

**Division Dean Signature Date**

* **Provide a hard copy to the Division Dean no later than September 14, 2012**
* **Provide a hard copy with the Dean’s sign-off to Instructional Services by September 28, 2012**
* **Email an electronic copy to** **jdecker@palomar.edu** **by September 28, 2012**